

CHAPTER III

METHODOLOGY

This chapter presented the methodology employed in this study. It covers research design, setting and context, participants, data collection within a procedure and data analysis.

3.1. Research Design

This study employed the qualitative research method with a case study approach. As argued by Cropley (2019), qualitative methods are no longer regarded as mainly useful because they make it possible to deal with data that (regrettably) are unsuitable for statistical analysis, but are regarded by many researchers nowadays as offering a legitimate method for gaining information about and understanding how human beings function. Qualitative method was chosen because this study aimed at providing an insight into the case of student-teachers' anxiety in teaching, specifically anxiety in teaching English in a real classroom.

According to Fraenkel and Wallen (2009), case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Hence, research design approaches to qualitative research that encompasses formulating research questions and procedures for collecting, analyzing, and reporting findings (Creswell, Hanson, Plano, & Morales, 2007). Therefore, the

study case approach allowed the writer to study particular student-teachers in an attempt to understand the source of teaching anxiety.

3.2. Settings and Context

The study was conducted in the field teaching practice class, at the English Language Education Study Program of fifth semester in one of the universities in Kendari, the capital of South East Sulawesi. The researcher focused on student-teachers class A in the batch of 2017. In this class, field teaching practice of student-teachers had been carried out for about two months according to the location (schools) they were assigned to. This activity had just ended.

In context, field teaching practice II just has been done this year. Beforehand, there was no field teaching practice II, the previous student-teachers had only done field teaching practice once. Yet in this year, field teaching practice it was done twice. Its context was intended to seek teaching anxiety EFL student-teachers found.

3.3. Participants

In this study, the researcher focused on student-teachers class A at fifth semester in the batch of 2017 who have completed their field teaching practice. There were 22 participants. It consisted of 2 male students and 20 female students.

These 22 participants had just carried out their teaching practicum. They were placed in different schools according to the faculty requirements. Some of

them were placed in Junior High Schools, Technical Vocational Schools, and the rest of them were placed in Senior High Schools.

All participant names were abbreviated to keep the personal information confidential (see Table 3.1).

Table 3.1 Participants' Demographic Data

No.	Participants	Gender	Assigned School
1	AA	Female	Senior High School
2	Aag	Female	Vocational High School
3	AD	Female	Senior High School
4	AE	Female	Vocational High School
5	AI	Female	Vocational High School
6	AM	Female	Senior High School
7	AR	Female	Technical Vocational School
8	DPS	Female	Senior High School
9	IR	Female	Senior High School
10	KW	Male	Senior High School
11	Lm	Female	Vocational High School
12	NA	Female	Senior High School
13	NAA	Female	Senior High School
14	NE	Female	Senior High School
15	Ns	Female	Senior High School
16	PS	Female	Junior High School
17	Ps	Female	Junior High School
18	RK	Male	Vocational High School
19	SW	Female	Junior High School
20	TA	Female	Senior High School
21	VF	Female	Senior High School
22	WNA	Female	Vocational High School

3.4. Instrumentation

This study used two instruments; reflection sheet and interview to collect the data that could answer the research question.

3.4.1. Reflection Sheet

Reflection is believed by many researchers as a way that can help accelerate the process of developing the teaching abilities of EFL student-teachers (Marsh, 2008). By reflecting after teaching, EFL student-teachers can evaluate the teaching that has been done in class. Therefore, they could make improvements and prepare more thoroughly for the next teaching (Brookfield, 2017; Schön, 1987). Therefore, the possibility of the emergence of anxiety would also be reduced by a very thorough preparation. In Dewey (1933, as cited in Ulusoy 2016), he defined reflection as the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends. He also indicated that reflective thought requires open-mindedness, responsibility, and wholeheartedness (Ulusoy, 2016).

However, the question of the reflection sheet was made by the researcher and an expert in collaboration. The expert meant in this study was the supervisor of the researcher, as she is professional in the field of reflection. The reflection was in the form of questions related to the research topic. These respondents worked on the reflection sheet that has been provided by the researcher. This reflection sheet was containing the depth-answer from the student-teachers

chosen, what are the sources of teaching anxiety student-teachers' encountered during their field teaching practice. Their reflection sheet was done in written text as detailed as possible.

Reflection sheets were administered containing some questions (see Appendix 1). Those participants filled all the reflection guidelines and turned them back to the researcher via email. After that, researcher chose questions and answers that were containing sources of teaching anxiety when they were dealing with teaching practicum.

Table 3.2. Sample of Questions of Reflection Sheet

Category	Sample of Questions of reflection Sheet
Student-Teachers' Anxiety Prior to Teaching Practicum Day	Apakah anda merasa cemas saat mengetahui anda ditempatkan di sekolah ini? Mengapa?
Student-Teachers' Anxiety during Observation Week	<p>Di kelas mana saja anda bertugas? Bagaimana reaksi dan perasaan anda setelah pembagian tersebut? Mengapa?</p> <p>Apakah anda cemas menghadapi tugas mengajar pekan depan? Mengapa? (khusus bagi yang belum mulai mengajar)</p> <p>Apakah anda cemas menghadapi kelas yang anda ajar? Mengapa? (khusus bagi yang sudah mulai mengajar)</p>
Student-Teachers' Anxiety during Teaching Weeks	<p>Bagaimana pengalaman mengajar anda pertama kali di kelas? Masihkah kalian diliputi kecemasan atau sudah berkurang? Mengapa? (bagi yang pertama kali mengajar di minggu kedua ini)</p> <p>Bagaimana pengalaman mengajar anda minggu ini di kelas? Apa yang anda rasa berbeda dengan pengalaman mengajar pertama kali di PLP II ini? Mengapa? (bagi yang sudah mengajar lebih dari satu kali)</p>

3.4.2. Interview

The interview was held to seek additional information as to pre-service teachers' teaching anxiety. Interview is also commonly used as the tool in conducting research. As stated by Fraenkel and Wallen (1993), the purpose of the interview is to find what is in their mind, what they think or how they feel about something. This instrumentation would be used if the main instrument (reflection sheet) was insufficient to answer the research question (Fraenkel & Wallen, 1993).

3.5. Data Collection

The data process was carried out since the field of teaching practice started in early January to mid-March 2020. The questions from the reflection sheets were made by the researcher and expert in collaboration. In the first week, the researcher sent reflection instructions to the WhatsApp group with the theme "Student-Teachers' Anxiety prior to Teaching Practicum Day". There were several types of questions attached by the researcher and the expert, but in this reflection the researcher took one from the list of questions containing student teachers' anxiety which would be used as a data source by the researcher (see Table 3.2). After filling in the reflection instructions, EFL student-teachers collected them via the researcher's email.

Then in the second week, the researcher sent instructions for reflection questions to the student-teachers, which was still the same as through the

WhatsApp group. However, on this occasion the theme given was different from the previous theme. The theme this time was "Student-Teachers' Anxiety during Observation Week". There were various types of questions in it, but the researcher only took questions and answers from student-teachers who contained anxiety during the observation week in the second week.

Then finally, the researcher sent again the final reflection instructions to student-teachers via WhatsApp group. The reflection theme was "Student-Teachers' Anxiety during Teaching Weeks". Just like before, the researcher only took questions and answers from student-teachers which contained anxieties in teaching which would be the sources of relevant data by the researcher.

3.6. Data Analysis

As stated by Bogdan and Biklen (2003), data analysis is a way to search and arrange the interview transcript, field notes, and other materials to make other people understand what someone found about the phenomenon. Thus, analyzing the data helped the researcher to explain or present what they discovered in a study (Bogdan & Biklen, 2003).

While to gather students' reflections that contain students' answers concerning their source of anxiety during field teaching practice would be highlighted and analyzed through coding and categorizing it in similar meaning. This research used first stages of analysis proposed by Cresswell (2012); they are; preparing and organizing the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the

meaning of the findings, and validating the accuracy of the findings. Then, it was analyzed using thematic analysis (Braun, Clarke, Hayfield, & Terry, 2018; Creswell, 2012).

Prior to data analysis of students' reflection, it was divided into three sections with different types of themes. First, "Student-Teachers' Anxiety prior to Teaching Practicum Day" (see Table 3.3). Second, it was "Student-Teachers' Anxiety during Observation Week. Third, it was "Student-Teachers' Anxiety during Teaching Weeks".

Table 3.3. Sample of Data Coding and Categorization (initial coding data)

Participant	Reflection	Coding	Category
TA	Saya melakukan PLP di salah satu sekolah favorit di Kendari. Pertama kali saya mendengar kabar bahwa saya ditempatkan di sekolah ini, sejujurnya, saya merasa sangat cemas. Hal ini karena letak sekolah tersebut sangatlah jauh dari tempat tinggal saya di Baruga. Sekolah favorit tersebut berlokasi di Puuwatu. Akan terasa sangat kecapekan jika harus pulang balik Baruga-Puwatu, apalagi saya tidak memiliki kendaraan pribadi. Sekolah ini juga full-day. Agar saya tak merasakan keadaan tersebut, mau tidak mau saya harus menyewa kos selama proses PLP II ini. Ini memudahkan saya untuk sampai ke sekolah dengan cepat dan tidak merasa	<u>Saya merasa sangat cemas. Hal ini karena letak sekolah tersebut sangatlah jauh dari tempat tinggal saya.</u> <u>Alasan kedua, pengetahuan saya terhadap sekolah ini masih kosong sama sekali. Saya belum mengetahui tentang dan bagaimana sekolah tersebut.</u>	Student-Teachers' Anxiety prior to Teaching Practicum Day

Participant	Reflection	Coding	Category
	kelelahan. Alasan kedua, pengetahuan saya terhadap sekolah ini masih kosong sama sekali. Saya belum mengetahui tentang dan bagaimana sekolah tersebut.		
SW	Kelas VII. 4. Saya sempat shock dan penasaran setelah mengetahui bahwa saya akan mengajar di kelas 7. Karena saya belum pernah mengajar anak SMP kelas 7 sebelumnya sehingga saya sempat bingung bagaimana cara mengontrol kelas dengan siswa yang baru saja tamat dari sekolah dasar.	<u>bingung bagaimana cara mengontrol kelas</u>	Student-Teachers' Anxiety during Observation Week
AD	Pengalaman pertama saya ketika pertama kali mengajar di kelas, ketika saya masuk di dalam kelas saya merasa malu karena mereka memperhatikan saya dari ujung kaki sampai ujung kepala. Saya merasa mungkin ada yang salah dengan penampilan saya, saya juga merasa takut membuka kelas. Hanya saya selalu memberi semangat dan berbicara dalam hati, saya pasti bisa. Kemudian, saya membuka kelas dengan ucapan salam yang keras dan semangat dan alhamdulillah mereka menjawab dengan semangat. Seketika saja saya merasa tenang dan tidak merasa gugup untuk mengajar.	<u>saya merasa malu karena mereka memperhatikan saya dari ujung kaki sampai ujung kepala.</u> <u>saya juga merasa takut membuka kelas.</u>	Student-Teachers' Anxiety during Teaching Reflection

After doing the initial coding data, then, found some anxieties EFL student-teachers encountered during their field teaching practice. Furthermore, researcher did categorization and thematization (see Table 3.4).

Table 3.4. Sources of Anxiety and Its Categorization & Thematization (second coding data/forming themes).

No	Reflections' Themes	Source of Anxiety	Category		
1	Student-Teachers' Anxiety Prior to Teaching Practicum Days	EFL student-teachers were not familiar with schools	Interpersonal Skills		
		Afraid of smart students	Interpersonal Skills		
		They did not easy to get along with students	Interpersonal Skills		
		Teaching ability was not fluent	Subject Knowledge		
		Students' delinquency	Classroom Procedure		
		Lack of knowledge in Grammar & ESP	Subject Knowledge		
		School distance	Interpersonal Skills		
		Male dominant students	Interpersonal Skills		
		2	Student-Teachers' Anxiety during Observation Week	Worry about students' attitudes	Interpersonal Skills
				Fear of not being able to control the class	Classroom Procedure
Fear of students would not understand	Subject Knowledge				
Lack of confidence	Interpersonal Skills				
Male dominant students	Interpersonal Skills				
Schedule was not fixed	Classroom Procedure				
Smart students	Interpersonal Skills				
Fear of being wrong	Subject Knowledge				
Students did not like material being taught	Classroom Procedure				
Language limitations	Subject Knowledge				
Students would not be enthusiastic	Classroom Procedure				
Students would not understand material being taught	Subject Knowledge				
		Not being able to	Subject Knowledge		

No	Reflections' Themes	Source of Anxiety	Category
		answer the questions	
		Not sure about teaching method and media applied	Classroom Procedure
		Diversity of students' characters	Interpersonal Skills
		First teaching experience in real class	Interpersonal Skills
3	Student-Teachers' Anxiety during Teaching Weeks	Diversity of students' characters	Interpersonal Skills
		Students would not be enthusiastic	Interpersonal Skills
		Language limitations	Subject Knowledge
		Lack of confidence	Interpersonal Skills
		Fear of being achieved learning objectives	Classroom Procedure
		Students would not like the material being taught	Classroom Procedure
		Students would not understand material being taught	Subject Knowledge
		Lack of interaction with students	Interpersonal Skills
		Being observed by supervisor	Interpersonal Skills
		Worried about time management	Classroom Procedure

(Source: Malm & Lofgren, 1995)

The frequency of emergence of lack in interpersonal skills from EFL student-teachers was the greatest. Thus, it caused anxiety in facing teaching in real classrooms. Then, the frequency of lack in classroom procedures and subject knowledge their occurrence were the same.